2: Stanford U. 8-4, 5 1996 III Formosa III

Reduce AC to BC

[Facing p. 927]

15: U.S. Navy --24 [9] (no date) 1944 Formosans
116, 197

"The Chinese dialects (mutually unintelligible).

(1) Variants of the Fukien dialect are spoken by approximately 4,200,000 persons, and are in turn subdivided into strong local variations. The dialect of the Chang-chou area has the widest geographical distribution.

(2) The Canton dialect is spoken by approximately 150,000 persons, most of whom live in the southwestern section, near Takao.

(3) The Hakka dialect (closer to Mandarin than the other two) is spoken by scattered communities numbering approximately 1,000,000 persons and is most frequently heard in the Shinchiku province area."

52:Steiner S-4 (no date)1951
AF1 China
FORMOSA AD1

871 ently. Besides, the key educational personnel was composed mostly of Japa-
177 nese. To fill their vacated posts with
197 competent indigenous educators is a time-consuming process.

872 A review of existing educational regulations indicates a policy to extend equal opportunity for free education to all the people, beginning with primary education and gradually extending to junior high school level. Of children in primary schools, 79.08 per cent were being given free education as of September 1949, in contrast to 71 per cent during
873 the pre-Nationalist period. Under the Japanese, higher education for Taiwanese youths was discouraged by means of admission technicalities. This restriction has since been removed. Government scholarships are available to deserving youths with inadequate financial means. The current problem is to provide additional facilities to relieve congestion in secondary and higher institutions of learning. It has been made more acute by the influx of some 100,000 refugee students from the mainland.[44]

871 The over-all Nationalist objective in education is to implement the political, economic, and social policies of the National Government. To meet the current emergency, a series of regulations have been adopted to "establish a central thought," "to strengthen Nationalist concepts," "to carry out reconstruction and defeat Communism," and to link education with various extension programs.[45]

The "central thought" policy revolves around Dr. Sun Yat-sen's *San-min*

[44] Data in this paragraph drawn from *Taiwan Reconstruction*, cited note 12 *supra*, Vol. 1, pp. 83–146; *Taiwan Today*, cited note 11 *supra*, pp. 147–48; *The Administration of Planned Education*, cited note 43 *supra*, p. 7.

[45] "Educational Program of Taiwan during Emergency Period" (text appears in *Taiwan Reconstruction*, Vol. 1, pp. 84–88).

F. 220 (2)

1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan Hokkien AD5
Taiwan AD6
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to as such. Taiwanese, also called Min-nan *hua*, is a Fukienese language like Amoy. It is spoken by the majority of the people of Taiwan, and, although it is spoken with different accents, the speakers of the different variants can understand each other. The accents vary according to the place of origin of the speaker's ancestors. Regional differences have developed in Taiwan as well, so that the accent of the coastal area where Hsin Hsing is located differs from the accents of Taichung or the mountains.

Hakka, another Chinese language, is spoken by the Hakka people (*k'o jen*, "guest people") who originated in Kwangtung province on the mainland. Because of the minority position of the Hakka in Taiwan, they have often had to learn Taiwanese, although Min-nan speakers seldom learn Hakka. The Hsin Hsing village area has no Hakka speakers, and there has been little or no reason for the people of the region to learn Hakka. They are, however, well aware of the Hakka people and of the differences between their languages.

Mandarin, the third Chinese language, is now the official language of the government, replacing Japanese. Japanese first became important in Taiwan through the school system developed by the former rulers. In the 1920's the Japanese government began to augment Taiwan's school system, and "by 1943, 70 percent of Taiwanese children of legal school age were attending some sort of school" (Barclay, 1954b:68n). A limited number of Taiwanese children, usually those whose parents had some status, attended a special primary school system set up by the colonial government for the Japanese children on the island. Classes in these schools were conducted in Japanese. Most children, however, attended the public primary schools whose classes were "conducted in the local dialect" although the children "were required to learn to read in Japanese" (Riggs, 1952:138). All secondary schools and colleges conducted classes "exclusively in Japanese" (Riggs, 1952:138).

In the rural area some children from wealthy landed families attended school beyond the primary level. Because of their education, they were given official jobs under the Japanese regime and mainly spoke Japanese. Today, these men, like a great many urbanites educated under the Japanese, still speak fluent Japanese. The same men now are working for the Mandarin-speaking Nationalist regime and so usually speak Mandarin. They have rarely had the opportunity to use their native Taiwanese and are often chided for speaking their own language very badly.

Most of the rural people though, who did attend public school, usually did not go beyond the primary school level. Many villagers, and almost all rural women, attended school irregularly or not at all. Among all these villagers then, many learned no more than a few

1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan\Hokkien AD5
Taiwan AD6
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words in Japanese, such as expressions to be used when entering the predominantly Japanese-manned police stations and other official places. Some uneducated men, however, learned a modicum of Japanese when they served in the Japanese army labor corps during the war period.

Under the Japanese the teaching of the Chinese written language as well as the traditional Chinese classical literature in the schools was illegal. However, village men tell about a Chinese school "secretly" conducted in a temple in Lukang even through the late 1930's. There children and teenagers were taught to read and write Chinese and to study the Chinese classics. Only a very limited number of people from Hsin Hsing and the neighboring villages attended such schools, and there were few who attended the Chinese school who did not attend the Japanese primary schools as well.

In the Hsin Hsing area, then, except for the few Taiwanese who managed to attend secondary schools or colleges or who were laborers during the war, the number of persons able to read and speak Japanese (or read Chinese) was small. Grajdanzev, mostly on the basis of Japanese sources, noted that "after 1937 five and one half million Chinese (in Taiwan) could not read a newspaper in their own language, though most of them do not know Japanese" (1942:170). The effectiveness of the Japanese educational system for much of the population of the rural area has perhaps been exaggerated. Although the Japanese school system was greatly expanded between 1937 and 1943, it appears that it did not have time to develop any depth in its effect on the peasant.

Under the Nationalist government's theoretically "compulsory" education, almost all students and former students of the present school system can now speak some Mandarin, which is the only language used in the school after the first or second year. Some of the younger middle-aged men have developed a functional knowledge of simple Mandarin as a result of recent work contacts in Taipei or service in the Chinese army.

The language situation in Hsin Hsing and the surrounding rural area is as follows (for 1958): Very young children speak only Taiwanese (Min-nan) up through the first few years of school. Children in higher grades and young people up to the age of about twenty-six speak Mandarin with varying degrees of fluency in addition to their native Taiwanese. Their fluency depends upon the amount of schooling they have had, how long they have been out of school, and the amount of contact they have had with the language at work or in other special situations after leaving school.

Some men and a few women between twenty-four and forty-five speak some Japanese in addition to Taiwanese. The men learned it